

Integrating AVID in the Pursuit of Getting Students College and Career Ready.

Dr. Greg Sackos, AVID Director, SUSD

Michelle Weisneck, AVID Coordinator, Coronado HS

Toni Rantala, AVID Counselor, Mohave MS

2011 ADE Drop Out Prevention Conference

Every Student Moving Forward: Pathways to Graduation and Beyond

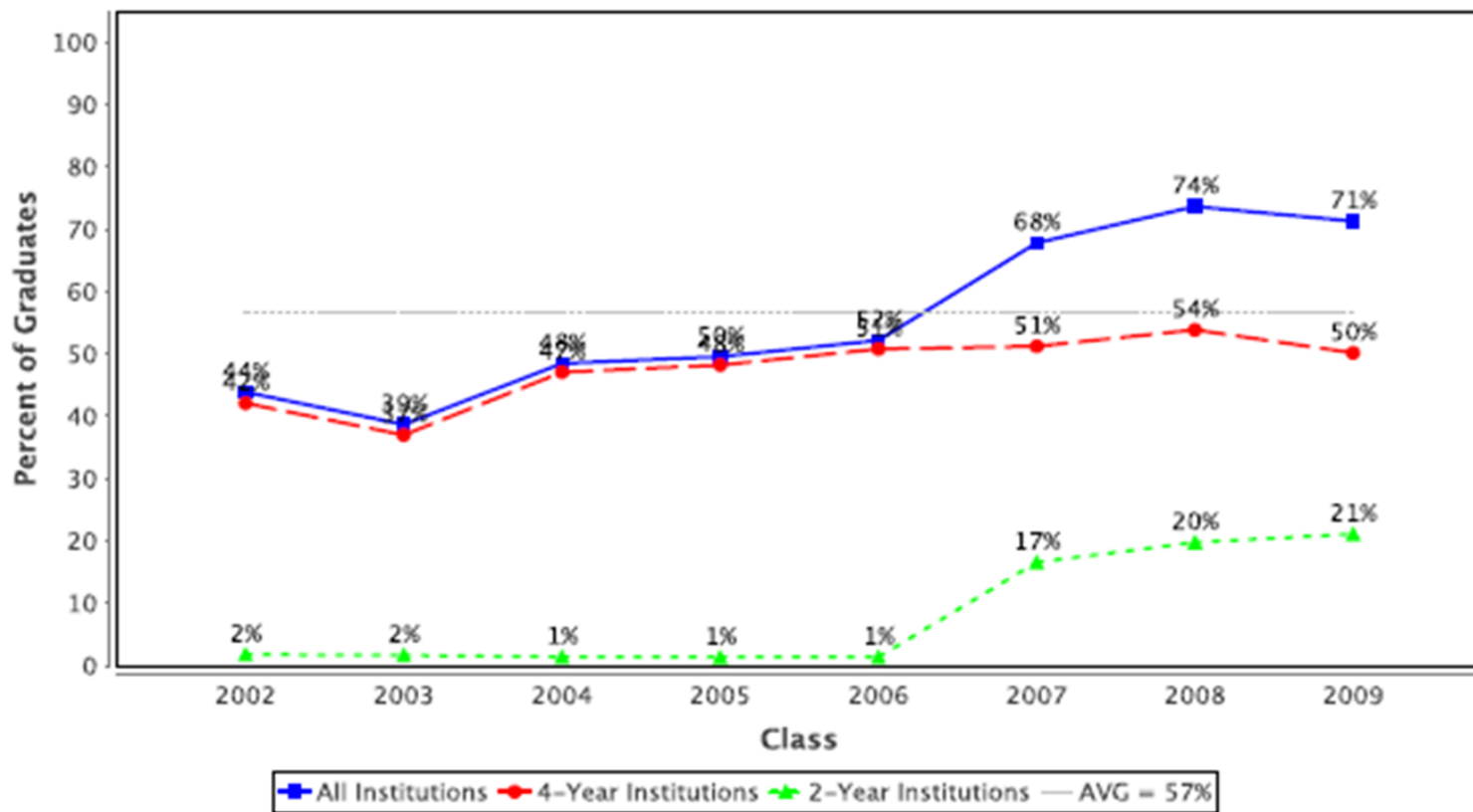
Conley's Definition of College Readiness

David Conley defines college readiness as the level of preparation a student needs in order to enroll and succeed without remediation in credit bearing general education courses in a post-secondary institution that offers a baccalaureate degree or transfer to baccalaureate program.



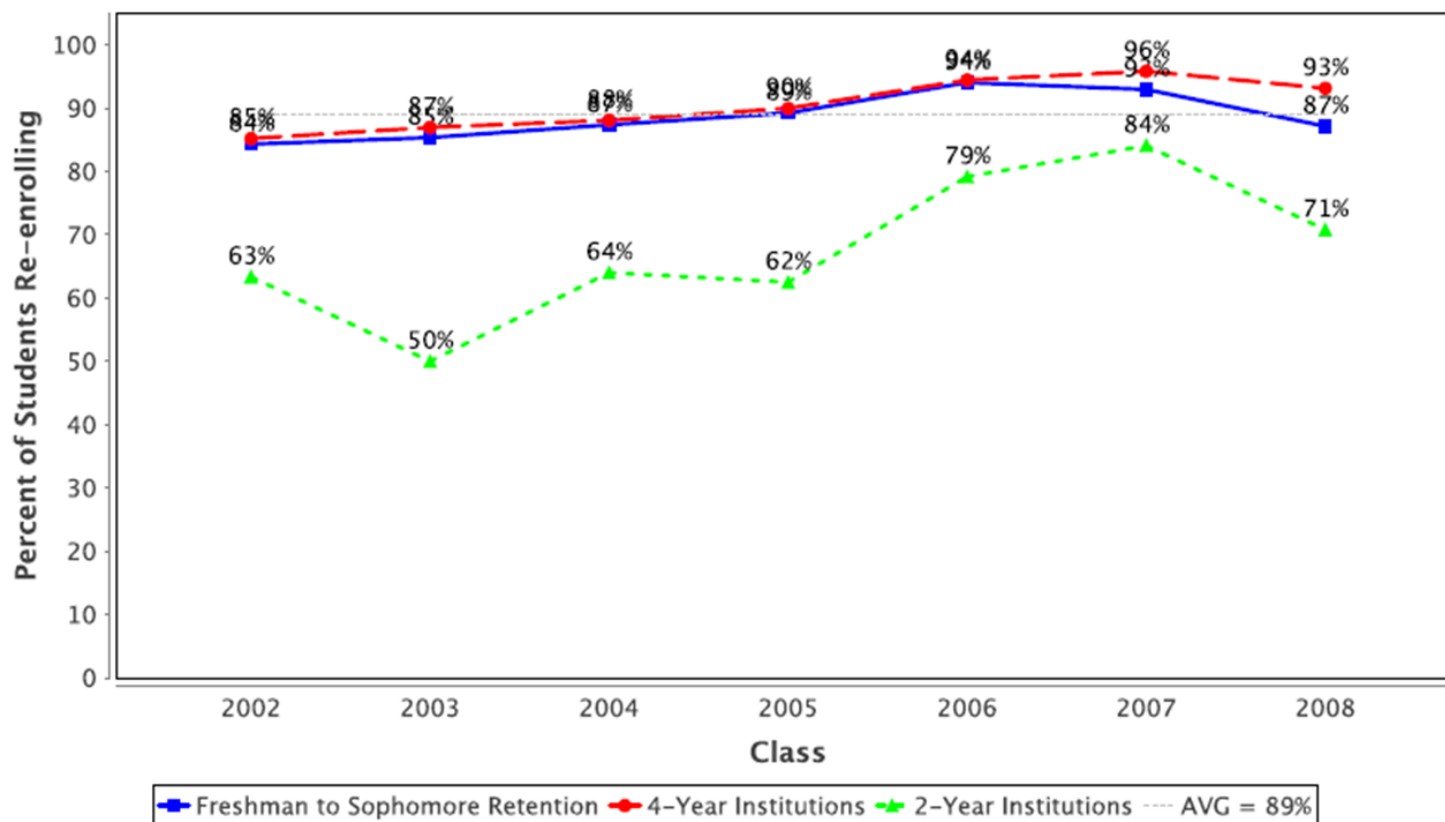
Meeting the Needs of our Students

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Level



Retention Freshman to Sophomore

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Retention) by Institutional Level



Conley's Seven Key Principles of A College Readiness Campus

1. Create and maintain a college-going culture in the school.
2. Create a core academic program aligned with and leading to college readiness by the end of twelfth grade.
3. Teach key self-management skills and academic behaviors and expect students to use them.
4. Make college and careers real by helping students manage the complexity of preparing for and applying to postsecondary education.

Seven Key Principles of a college readiness campus (Continued)

5. Create assignments and grading policies that more closely approximate college expectations each successive year of high school.
6. Make the senior year meaningful and appropriately challenging for students.
7. Build partnerships with and connections to postsecondary programs and institutions.

Academic “Rigor” is essential

The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree.

Source The Toolbox Revisited Paths to Degree Completion from High School Through College , Ed.Gov Executive Summary

Academic Rigor?

Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Taking rigorous courses opens doors!

Source: Teaching What Matters Most; Standards and Strategies for Raising Student Achievement by Strong,

Silver and Perini, ASCD, 2001. ■

Research on Advanced placement (AP)

- Regardless of the exam-taking that earns students college credit, AP course-taking has become a primary signal used to identify motivated, high-achieving students in the college admissions process (Breland et al. 2002).
- AP exam scores are strong predictors of college success (e.g., Willingham and Morris 1986; Morgan and Manackshana 2000; Hargrove, Godin, and Dodd 2007; and Keng and Dodd 2007).

Source: Klopfenstein, Kristin; Thomas, M. Kathleen. (2009, January 1). The link between advanced placement experience and early college success The Free Library. (2009). Retrieved March 25, 2010 from [http://www.thefreelibrary.com/The link between advanced placement experience and early college...-a0193182392](http://www.thefreelibrary.com/The+link+between+advanced+placement+experience+and+early+college...-a0193182392)

Ranked Factors in College Admissions

1. High school GPA or class rank
2. SAT/ACT score
3. Pattern of high school coursework
4. College level work in HS
5. AP course enrollments (a)
6. AP course grades (b)
7. Letters of recommendation
8. Essays
9. AP Exam Grades (c)

- (a) Moves up to number 4/tied for number 3 for private/public universities if exclude "not considered" in the average importance computation.
- (b) Moves up to number 5/tied for number 3 for private/public universities if exclude "not considered" in the average importance computation.
- (c) Jumps above both letters of recommendation and essays but below SAT II (otherwise ranked number 12) for public universities if exclude "not considered" in the average importance computation.

Source: Survey of 962 four-year public and private colleges and universities in 2000 (Breland et al. 2002).

The Relevance of Advanced Placement with respect to Rigor

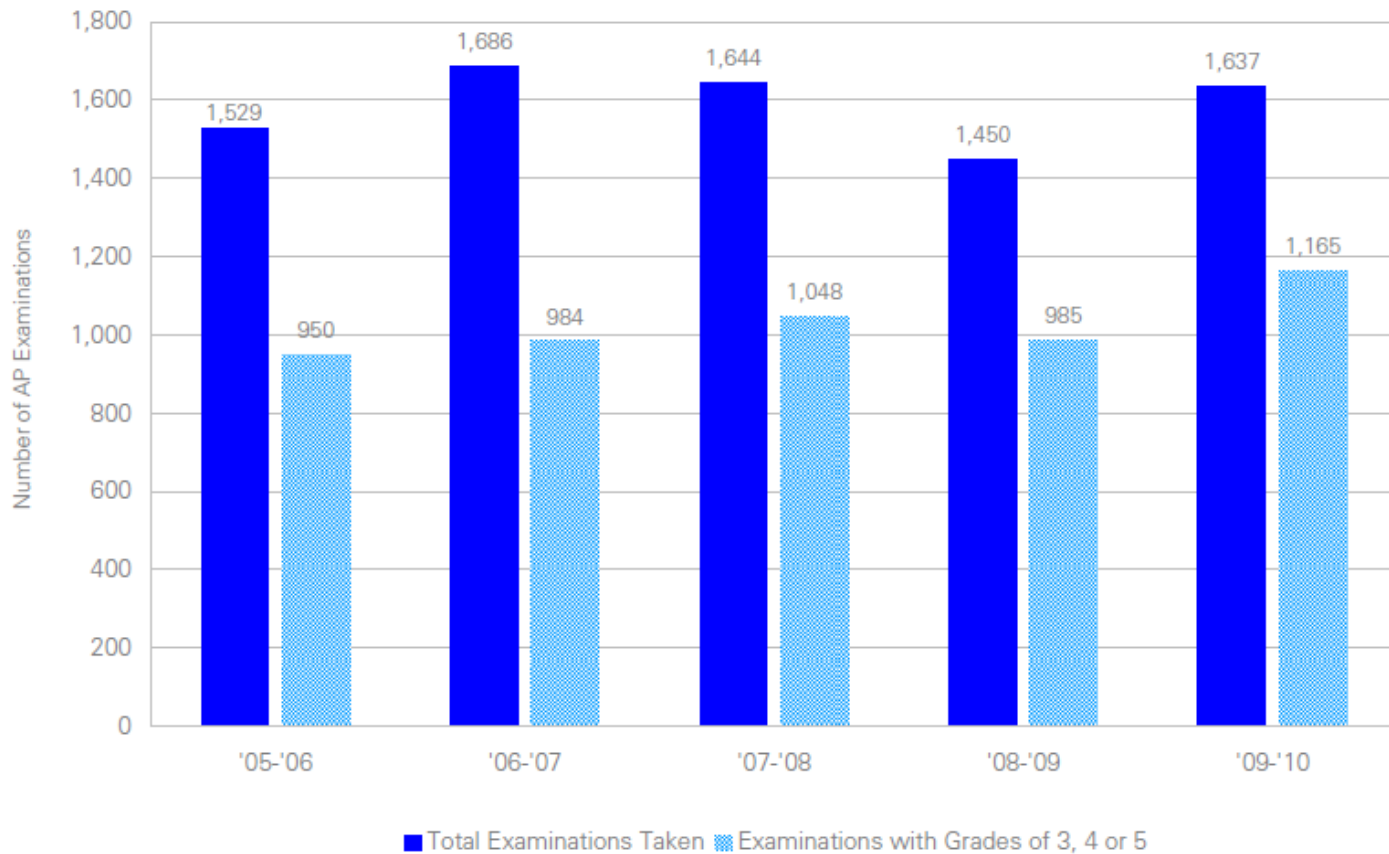
- AP is a rigorous academic program
- Composed of 37 courses in a variety of subject courses
- Provides opportunities for “college preparation”
- AP Course Audit ensures consistency of courses based on approved syllabus
- Exams are part of AP experience and allow students to demonstrate mastery and possibly attain college credit (earning a 3, 4 or 5 on the AP exam)

SUSD's Initiatives to increase AP participation

- Administer the PSAT/PSSS to all 10th graders (\$20,000 budget impact)
- Allowed for the consistent administration of the PSAT for all students during the school day
- Eliminated the barriers for participation for subpopulations- students are assessed at no cost
- Utilization of the PSAT/PSSS data to identify AP Potential
- College Board AP Potential online tool allows Districts and schools to identify students who have the potential for success in all 37 AP courses based on their PSAT scores
- SUSD Administration sought out a research based program to implement in order to accomplish the goal of increasing AP participation

Overview of SUSD AP Results

AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



District Integrated Summary 2009-2010

SCOTTSDALE UNIFIED SCHOOL DISTRICT 48



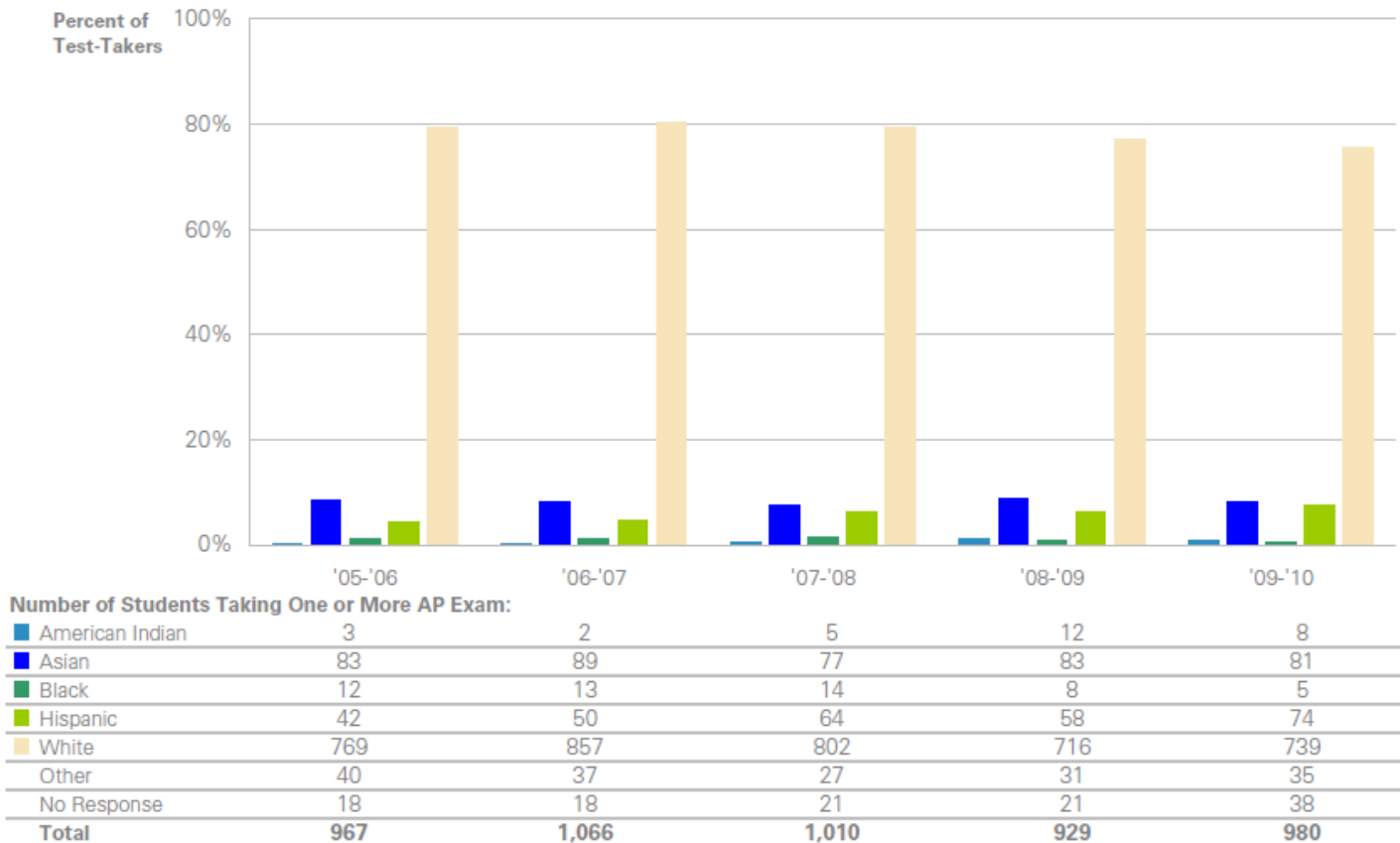
AP: Performance and Participation Overview

SCOTTSDALE UNIFIED SCHOOL DISTRICT 48					Arizona- Public Schools				Total Group - Public Schools				
	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Test-Takers	% of Total	# of Exams Taken	# of Grades 3-5	
All	Total	980	100.0%	1,637	1,165	21,356	100.0%	35,286	19,197	1,585,679	100.0%	2,747,437	1,530,848
	Change from last year	+5.5%		+12.9%	+18.3%	+6.8%		+7.4%	+8.0%	+9.5%		+10.2%	+8.3%
Gender	Female	536	54.7%	878	611	12,229	57.3%	19,699	10,108	896,063	56.5%	1,518,661	799,469
	Change from last year	+6.6%		+16.1%	+22.9%	+7.5%		+8.3%	+8.9%	+9.2%		+9.9%	+8.4%
	Male	444	45.3%	759	554	9,127	42.7%	15,587	9,089	689,616	43.5%	1,228,776	731,379
	Change from last year	+4.2%		+9.4%	+13.5%	+5.9%		+6.4%	+7.0%	+9.9%		+10.6%	+8.2%
Ethnic Group	American Indian	8	0.8%	15	7	441	2.1%	596	156	8,148	0.5%	12,880	5,521
	Change from last year	-33.3%		-21.1%	-12.5%	+7.6%		+8.2%	+8.3%	+6.6%		+8.0%	+5.9%
	Asian	81	8.3%	156	113	1,930	9.0%	4,002	2,672	184,888	11.7%	384,724	250,990
	Change from last year	-2.4%		-4.9%	-12.4%	+7.4%		+5.9%	+9.2%	+8.5%		+8.8%	+8.9%
	Black	5	0.5%	12	10	711	3.3%	1,170	442	129,602	8.2%	197,430	49,162
	Change from last year	-37.5%		-29.4%	+66.7%	+6.8%		+11.6%	+21.8%	+13.9%		+14.4%	+12.5%
	Hispanic Overall	74	7.6%	135	76	5,717	26.8%	8,605	3,294	252,270	15.9%	409,058	165,556
	Change from last year	+27.6%		+50.0%	+49.0%	+16.1%		+17.9%	+20.2%	+15.3%		+15.8%	+13.6%
	Mexican American	45	4.6%	72	33	4,124	19.3%	6,197	2,365	123,868	7.8%	200,110	79,544
	Change from last year	+55.2%		+84.6%	+50.0%	+18.3%		+20.0%	+23.0%	+15.1%		+15.4%	+13.8%
	Puerto Rican	1	0.1%	1	-	97	0.5%	154	78	15,273	1.0%	23,793	9,609
	Change from last year	-66.7%		-80.0%	-	+26.0%		+31.6%	+30.0%	+20.1%		+19.4%	+16.8%
	Other Hispanic	28	2.9%	62	42	1,496	7.0%	2,254	851	113,129	7.1%	185,155	76,403
	Change from last year	+7.7%		+34.8%	+61.5%	+10.1%		+11.7%	+12.1%	+14.9%		+15.8%	+13.1%
	White	739	75.4%	1,203	874	11,318	53.0%	18,852	11,626	899,777	56.7%	1,542,954	952,903
	Change from last year	+3.2%		+10.3%	+16.4%	+2.3%		+3.1%	+4.6%	+6.3%		+6.6%	+5.4%
	Other	35	3.6%	56	37	618	2.9%	1,060	549	52,464	3.3%	91,812	49,628
	Change from last year	+12.9%		+27.3%	+60.9%	-6.8%		-6.5%	-2.0%	+5.0%		+4.5%	+2.1%
	No Response	38	3.9%	60	48	621	2.9%	1,001	458	58,530	3.7%	108,579	57,088
	Change from last year	+81.0%		+140.0%	+182.4%	+33.0%		+36.0%	+13.1%	+43.7%		+62.5%	+61.5%

Note: Scores are reported when there are five or more exams taken by five or more test-takers.

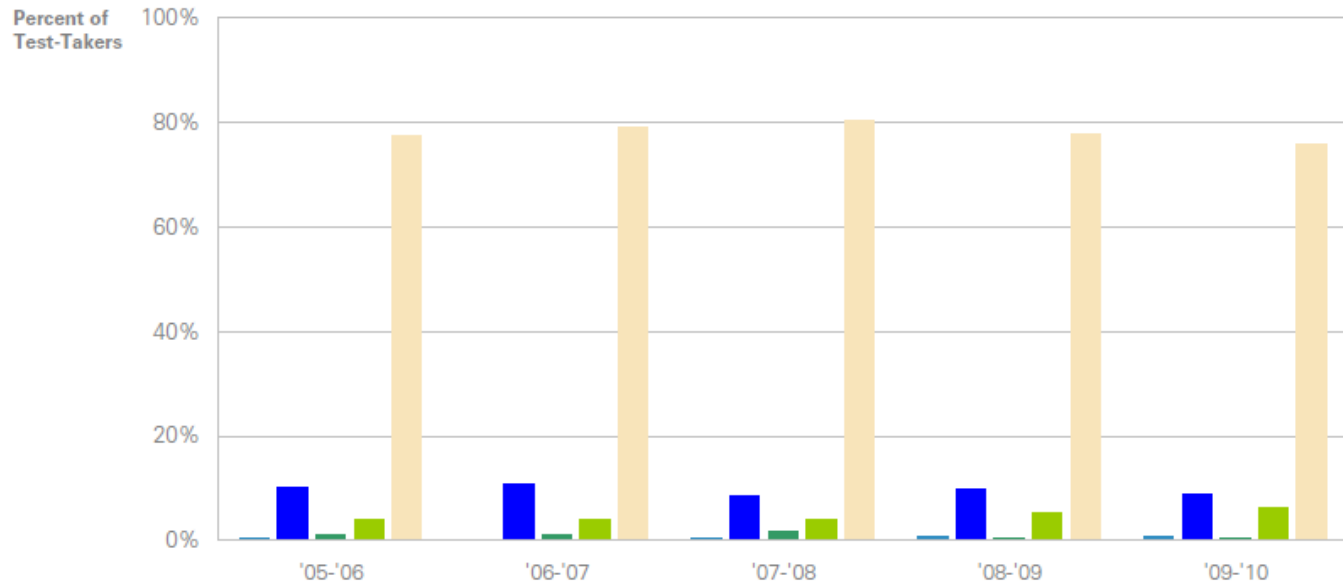
SUSD AP Participation by Ethnic Groups Taking One or More AP Exam

AP: Participation by Ethnic Groups Taking One or More Exam



AP Participation by Ethnic Groups with Passing Grades

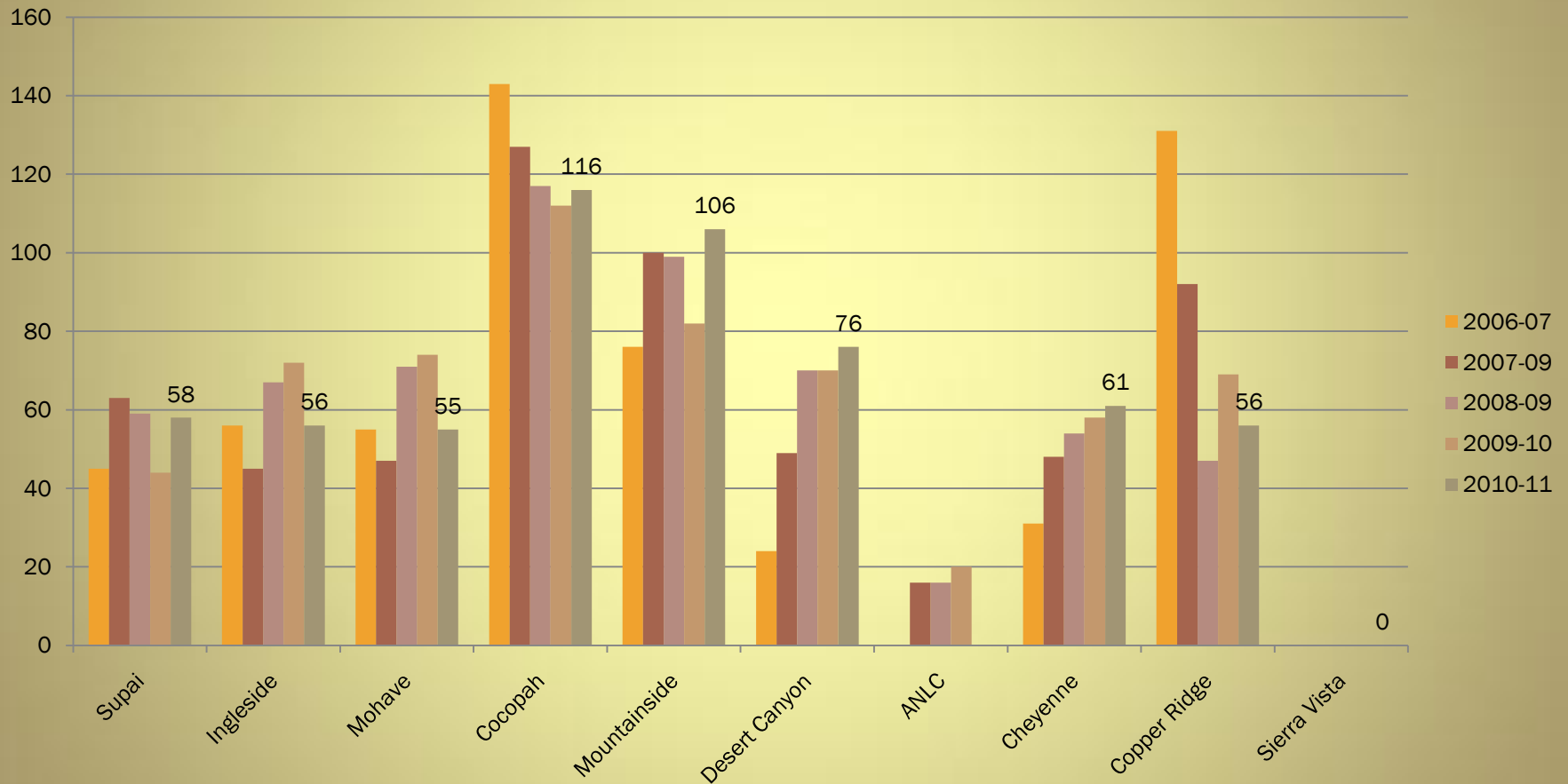
AP: Participation by Ethnic Groups with Grades 3, 4 or 5



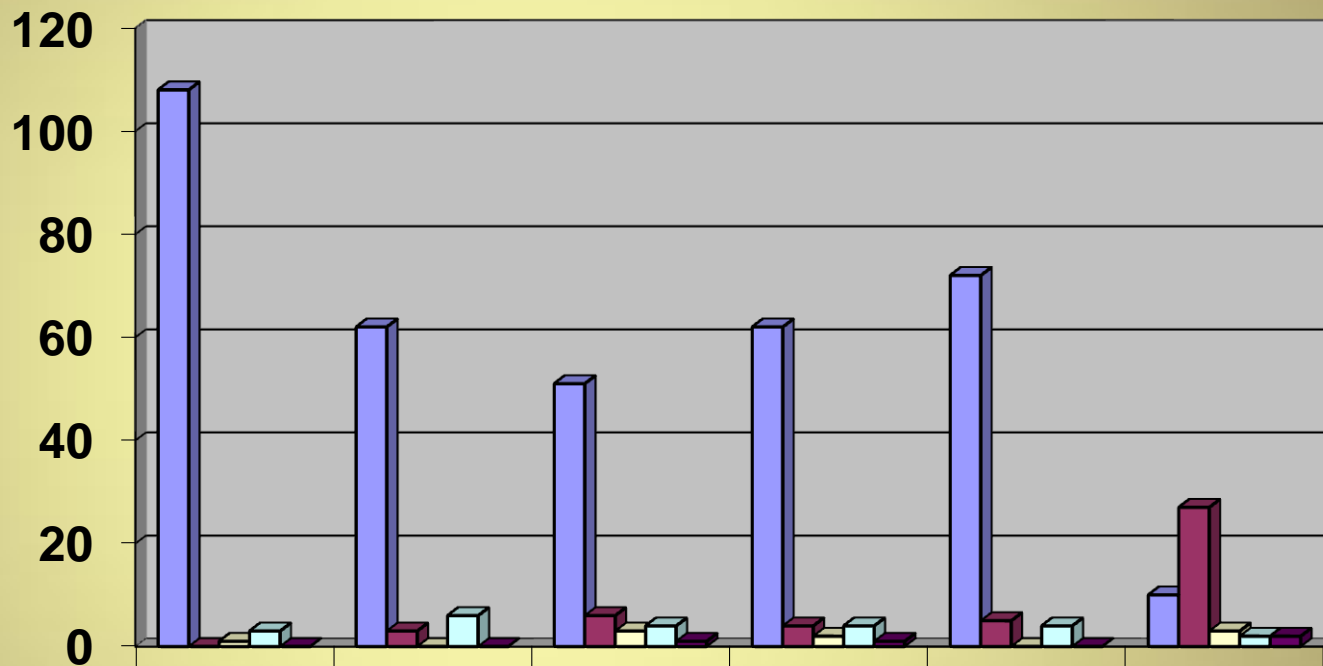
Number of Students With Grades 3, 4 or 5 on an AP Exam:

American Indian	2	1	3	6	6
Asian	63	72	57	65	63
Black	8	8	11	4	4
Hispanic	25	27	26	35	46
White	483	529	534	506	544
Other	30	20	19	20	24
No Response	13	11	14	14	31
Total	624	668	664	650	718

SUSD 8th Grade Algebra Enrollment Data



SUSD's 8th Grade Algebra by Ethnicity



White	Coco pah	108	DCM S	62	Ingle side	51	Moha ve	62	MMS	72	Supai	10
Hispanic/Latino		0		3		6		4		5		27
Black/African American		1		0		3		2		0		3
Asian/Pacific Islander		3		6		4		4		4		2
American Indian		0		0		1		1		0		2

Research-based Programs and Strategies to address rigor- content-engagement

Advancement Via Individual Determination

AVID

MISSION

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID: 30 Years of Success

- Now entering 30 years, AVID has become: one of the most successful college-preparatory programs ever for low-income, underserved students, and
- Reaches more than 320,000 students in nearly 4,000 schools in 45 states and 15 other countries

How is AVID implemented at a school site?

- AVID site teams are developed and receive training to implement the AVID program components:
- Offered as an elective class in grades seven through twelve; its three main components are:
- Academic instruction
- Tutorial support
- Motivational activities
- Writing, Inquiry, Critical Thinking and Reading (WICR) strategies are embedded in curriculum

What is the AVID Environment?

- A regularly scheduled academic elective class for AVID Students
- Rigorous curriculum required for all students
- Trained college tutors for the AVID academic elective
- An interdisciplinary AVID site team
- Parent workshops focusing on academic support and college awareness
- Professional development focusing on AVID methodologies of writing, inquiry, collaboration, and critical reading – WICR
- District, regional, and state support
- College readiness focus school and district-wide

The 11 Essential Elements of AVID:

1. AVID student selection
2. Voluntary participation
3. AVID elective class offered during the school day
4. Rigorous course of study
5. Relevant writing and reading curriculum
6. Inquiry to promote critical thinking
7. Collaboration as a basis of instruction
8. Trained tutors
9. Data collection and analysis
10. District and school commitment
11. Active interdisciplinary site team

AVID Essential No. 3

The school must be committed to full implementation of the AVID Program, with students enrolled in the AVID year-long elective class(es) available within the regular academic school day.

Possible evidence sources

- ☒ Master class schedule
- ☒ Student class schedule
- ☒ Typical week-AVID schedule
- ☒ Plans for program expansion
- ☒ Attendance data
- ☒ Recruitment timeline
- ☒ Use of AVID curriculum guides especially *Implementing and Managing the AVID Program* and *Calendar the AVID Curriculum*
- ☒ Lesson plans for the AVID elective class.
- ☐ Student class registration forms (choice slips)
- ☐ Other (Essential #3)

Rating Guide - Note these items default to Level 0 until selected.

Not AVID (Level 0)

Meets Certification Standards (Level 1)

Routine Use (Level 2)

Institutionalization (Level 3)

1. The AVID elective class does not meet continuously for a full academic year. OR one or more sections of the AVID elective class meet primarily outside of the regular academic school day. (NOTE: This essential speaks only to actual AVID elective classes. It is not intended to address the use of AVID instructional methodologies in other settings.)

Documentation provides evidence that year-long AVID elective classes are scheduled within the regular academic school day (periods where multiple academic classes are offered).

Supporting documentation provides evidence that AVID elective classes are scheduled within the regular academic school day. The AVID elective class is in the master schedule for the following school year.

Supporting documentation provides evidence that AVID elective classes are scheduled within the regular academic school day. AVID elective class is offered as a choice for the following school year. AVID elective teacher, site-team members and counselor make students aware of AVID during the recruitment and enrollment process.

Sample Week in the AVID Elective

Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)

AVID Curriculum includes:

- Writing Curriculum
- College and Careers
- Strategies for Success
- Critical Reading

AVID Tutorials Include:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars

The AVID Student Profile:

- **Students With Academic Potential**
 - Average to high test scores
 - 2.0-3.5 GPA
 - College potential with support
 - Desire and determination
- **Meets One or More of the Following Criteria**
 - First to attend college
 - Historically underserved in four-year colleges
 - Low income
 - Special circumstances

WICR

Writing

- Writing Process: Prewrite through Final Draft
- Cornell Notes
- Quickwrites
- Learning Logs and Journals

Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What to Learn; Learned)
- Reciprocal Teaching
- “Think-alouds”
- Text Structure

Inquiry

- Skilled Questioning
- Socratic Seminars
- Quickwrite/Discussions
- Critical Thinking Activities
- Writing Questions
- Open-Minded Activities

Collaboration

- Group Projects
- Study Groups
- Jigsaw Activities
- Read-Arounds
- Response/Edit/Revision Groups
- Collaboration Activities
- Tutorial

Cornell Notes

7 Steps towards Integration

1. Record legibly and concisely
2. Refine lectures .
3. Reduce notes and create questions
4. Recite material by folding /covering
5. Reflect on how your notes fit the overall study
6. Recap the main ideas in a summary section.
7. Review the notes, questions, and summary using the recite method; experts (usually 10 minutes a day)

[illegible]

Cornell Notes Example

English class

An example of Cornell Notes utilized in an Algebra class.

Right Column:

Notes from the day

Left Column:

Question relating to objective

Bottom :

Demonstrates summary

<p><u>Class Notes</u> If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.</p> <p>Topic: <u>Literary Elements</u></p> <p>Questions/Main Ideas:</p>	<p>Name: <u>Student A</u></p> <p>Class: <u>English 8</u></p> <p>Period: <u>3</u></p> <p>Date: <u>1/10/03</u></p> <p>Notes:</p>
<p><u>Define irony.</u></p>	<p>Irony is a contradiction between what is expected and reality.</p>
<p><u>What is characterization?</u></p>	<p>Characterization is the way an author describes a character.</p>
<p><u>Some ways to understand a character</u></p>	<ul style="list-style-type: none"> • physical description • dialogue • actions / behavior • opinions of other characters • thoughts
<p><u>What is conflict?</u></p>	<p>The problem of the story or book</p>
<p><u>Types of Conflict</u></p>	<p>man vs. man man vs. machine man vs. society man vs. self man vs. nature man vs. unknown</p>
<p><u>Two categories of conflict</u></p>	<p>1) internal (inside character) 2) external (character vs. anything other than himself)</p>
<p><u>Summary:</u> Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts.</p>	

Tutorial Request Form



Tutorial Request Form



Tutorial Points: _____/50		Tutor Initials: _____	
0	1	2	_____ (8 possible points)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stays on task; works all period
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in group; team player
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tutorial process (patient, helpful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ready to work; prepared with notes

Name: <u>Lourdes</u>
Date: <u>9-26</u>
Problem Subject: <u>Algebra</u>
Subject Teacher: <u>Perez</u>
_____ (2 pts)

DESIGNATED QUESTION—Specific question or statement→ASK FOR STEPS _____ (5 pts)

Source Used: textbook pg. 102 #31 Level of Question: 2

Your Question	Notes	Steps
How do I factor $8x^3 - 12x^2 - 12x + 18$ by grouping?	$\begin{array}{r} 2x^2 \quad -3 \quad \text{Notes} \quad 2 \quad -3 \\ 8x^3 - 12x^2 - 12x + 18 \\ 4x^2 \quad -6 \quad -6 \quad -6 \end{array}$	$\begin{array}{l} \text{① Id. GCF } 4 \text{ \& divide } 8x^3 - 12x^2 \\ \text{by } 4x^2 \end{array}$
What are my specific steps?	$\begin{array}{l} \text{② } 4x^2(2x-3) - 6(2x-3) \\ \text{③ } (4x^2-6)(2x-3) \end{array}$	$\begin{array}{l} \text{② Multiply by } 4x^2 \\ \text{③ Id. GCF } 4 \text{ \& divide } -12x + 18 \\ \text{by } [-6] \end{array}$
	$\text{④ } (4x^2-6)(2x-3)$	$\text{④ Multiply by } -6$
	$\text{⑤ } 2x-3 \text{ (common factor)}$	$\text{⑤ Id. common factor } 2x-3$
	$\text{⑥ } 4x^2 \quad 8x^3 - 12x^2$	$\text{⑥ Multiply both GCFs by common factor}$
	$\text{GCF } -6 \quad -12x + 18$	$\text{⑦ Check answer by using the area model method}$

FINAL ANSWER: $(4x^2-6)(2x-3)$

PRECISE ANSWER—Detailed Response→WITH STEPS LISTED (in Notes) _____ (5 pts)

REFLECTION: My group helped me to think about grouping the number by asking me questions about the GCF (greatest common factors). Next they asked me to look for common factors in the 2 groups. I used the area model taught by Ms Perez to check my work. I learned that breaking the problem into smaller chunks & common factors helped me simplify & solve. (10 pts)

SUSD Development of AVID 2007-11

- Implemented in district 2007 at Arcadia and Supai
- Continued with growth at existing AVID sites:
 - Arcadia HS (6 sections) 2010 graduates
 - Supai MS (2 sections)
 - Ingleside MS (3 sections)
 - Coronado HS (4 sections) 2011 graduates
 - Mohave MS (2 sections)

SUSD Development of AVID 2011-12

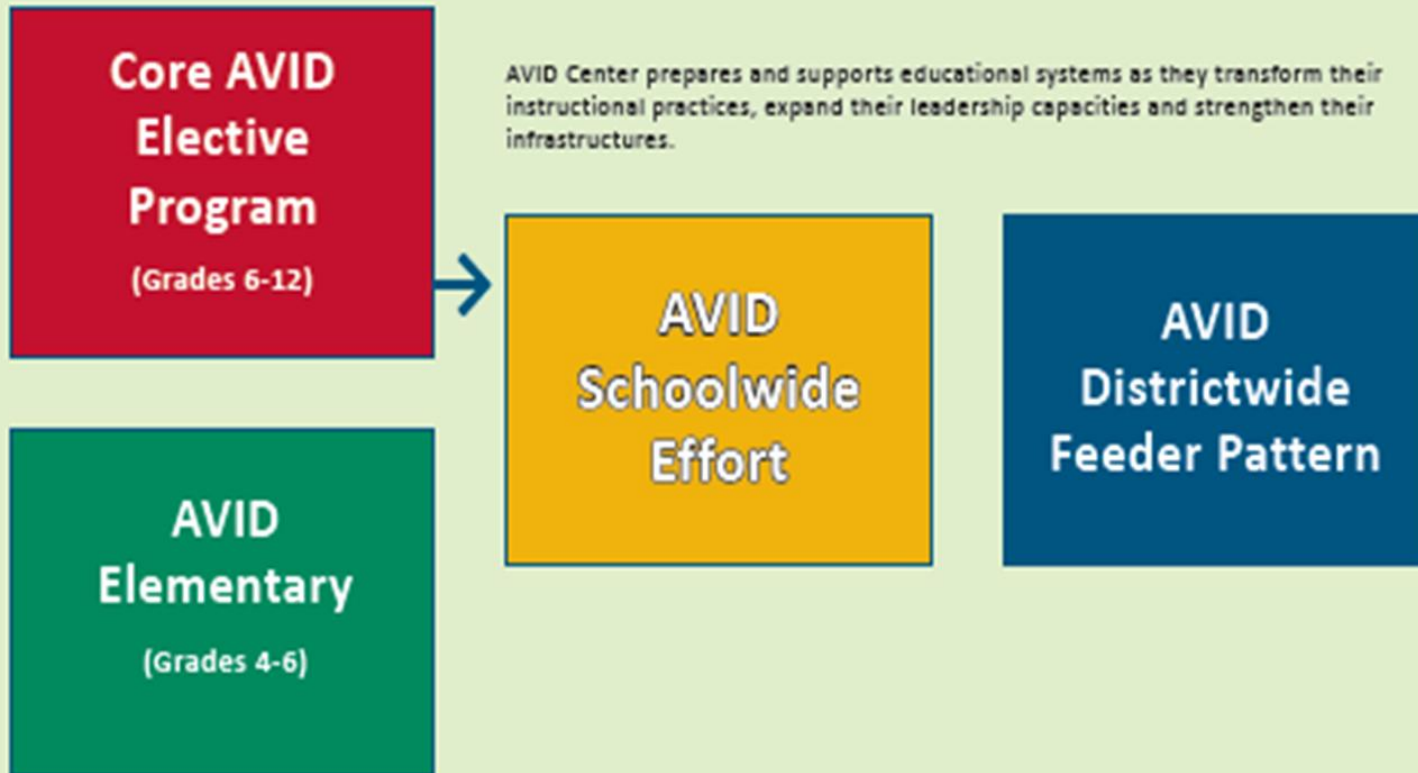
- Immense Staff Development
 - Summer Institute
 - Pathways Training (content area)
- Continue AVID offerings at existing sites
- Implement AVID Elementary into the Arcadia complex elementary schools

Tavan, Hopi, ANLC

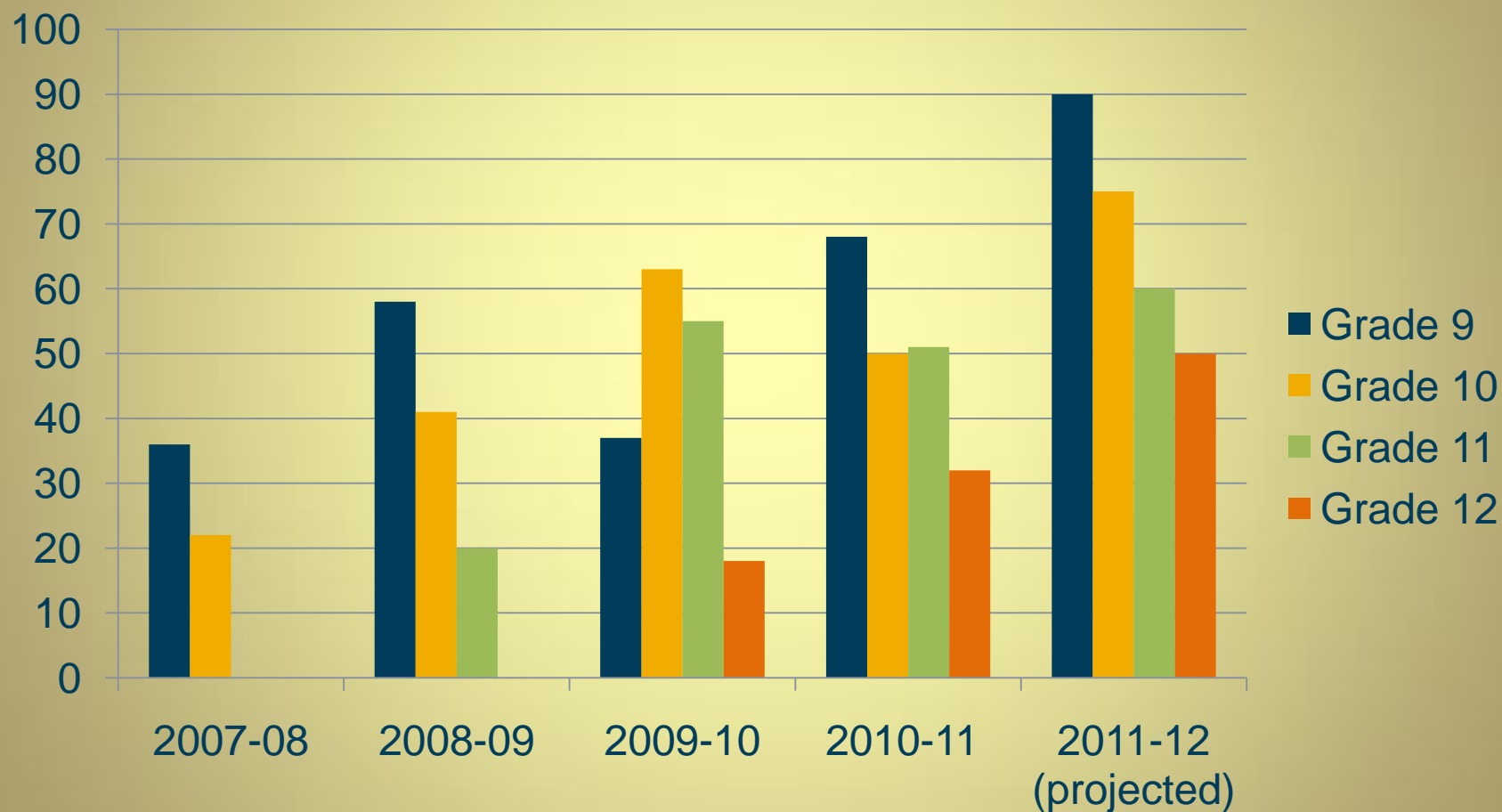
- Integrate into EIS and Summer School

Development of District Wide AVID

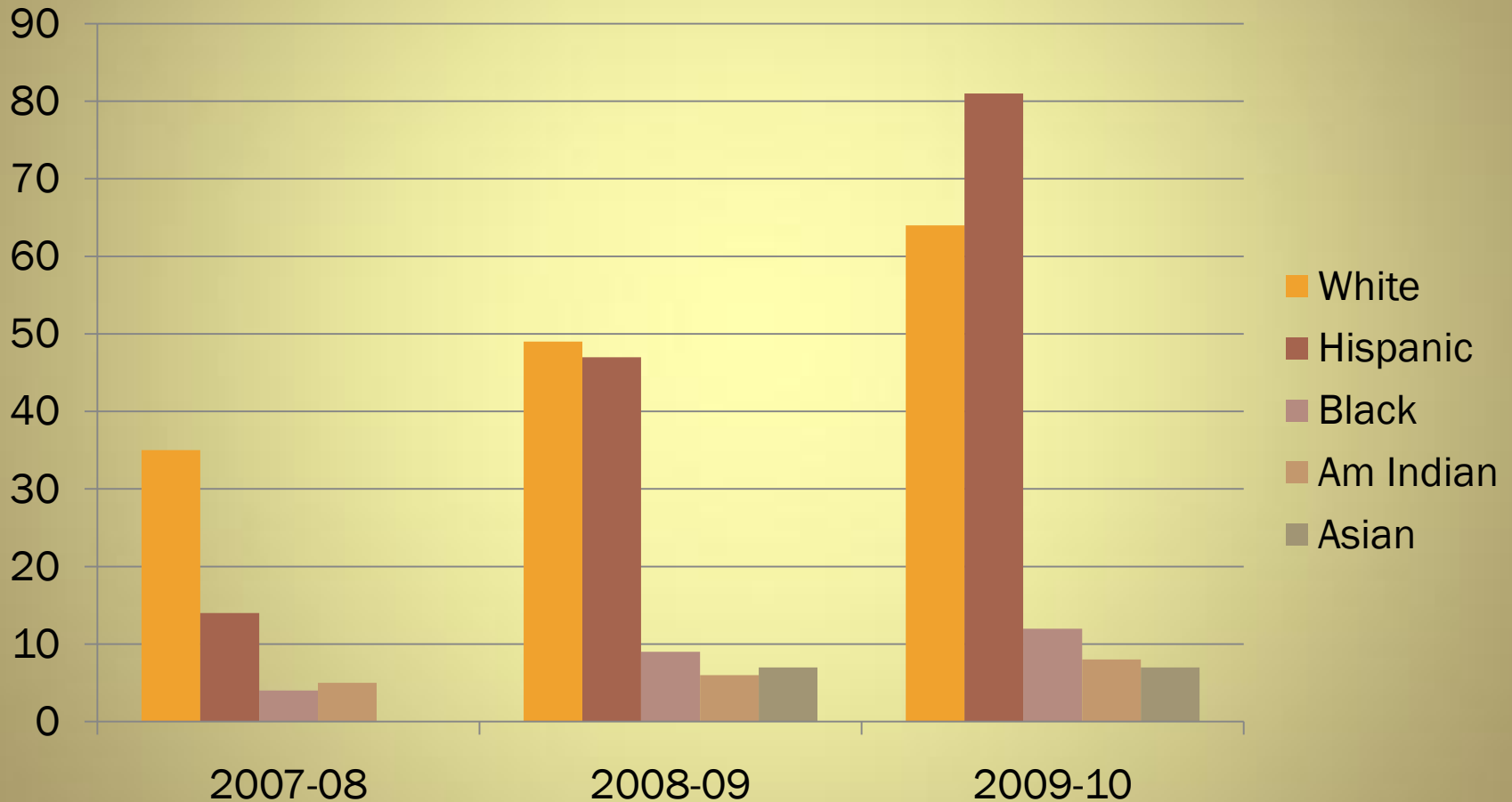
Development of AVID in a District



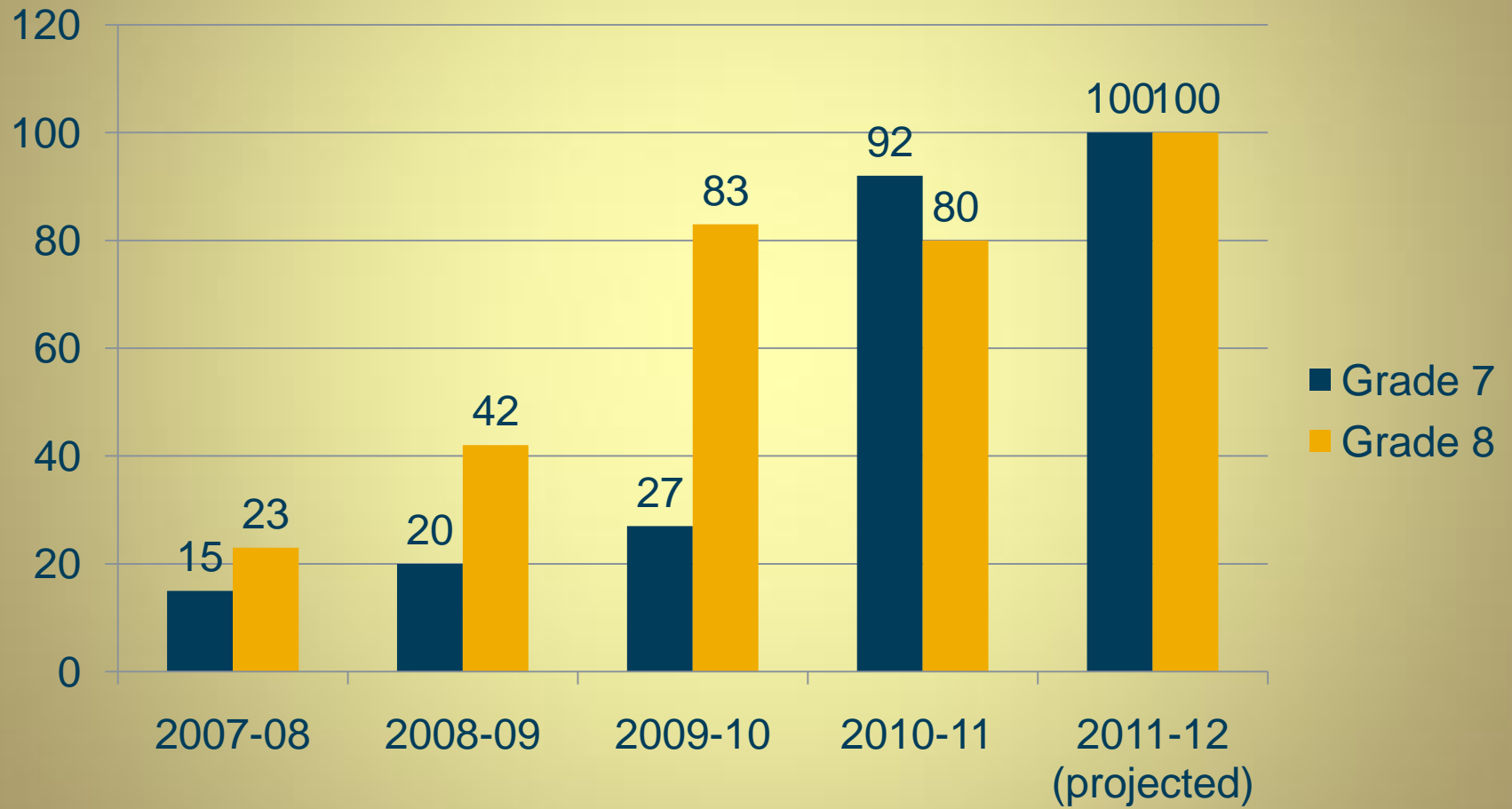
SUSD AVID Enrollment Grades 9-12



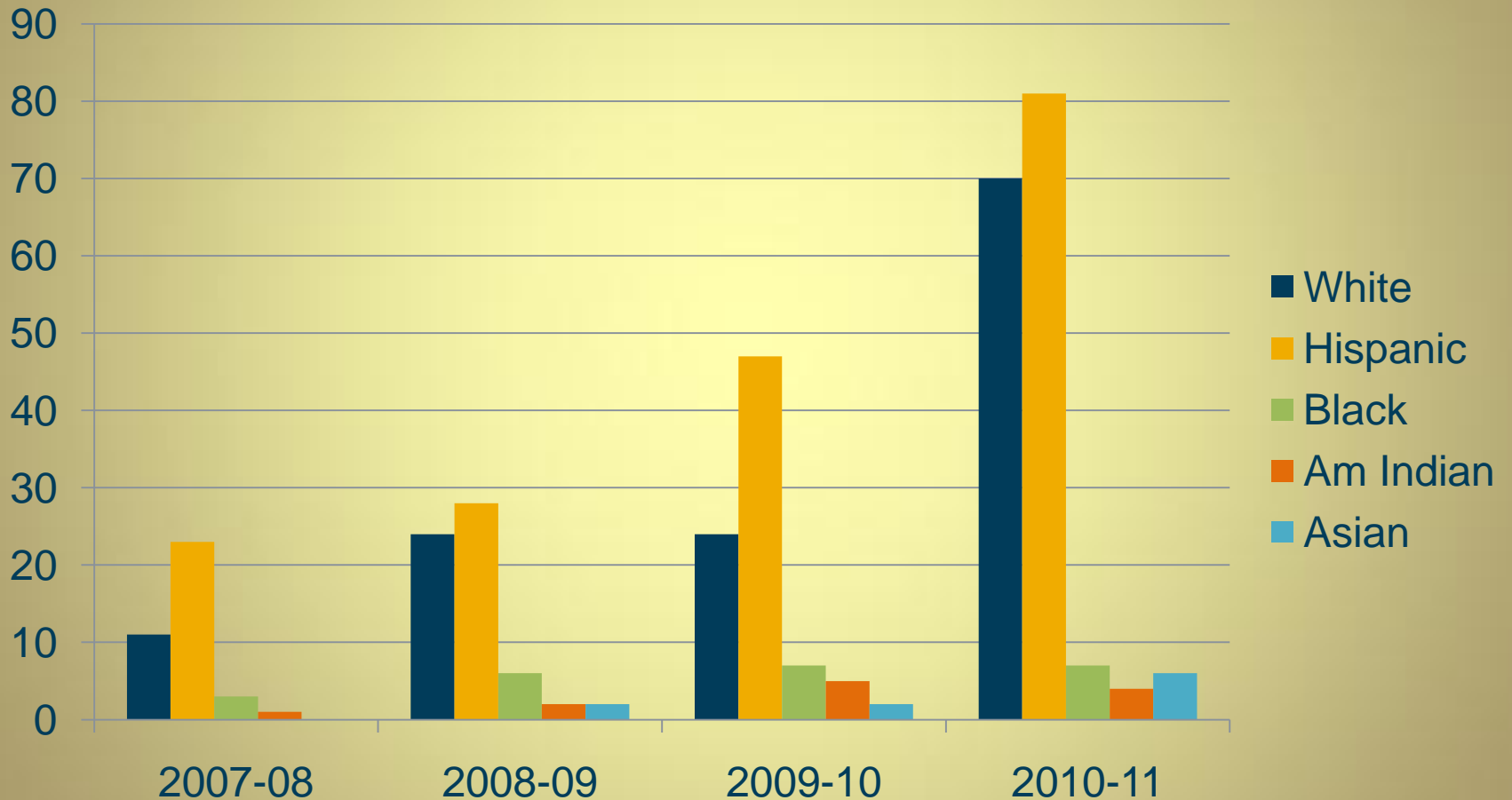
SUSD AVID Ethnicity Grades 9-12



SUSD AVID Enrollment Grades 7 & 8



Scottsdale Unified AVID Ethnicity Grades 7 & 8



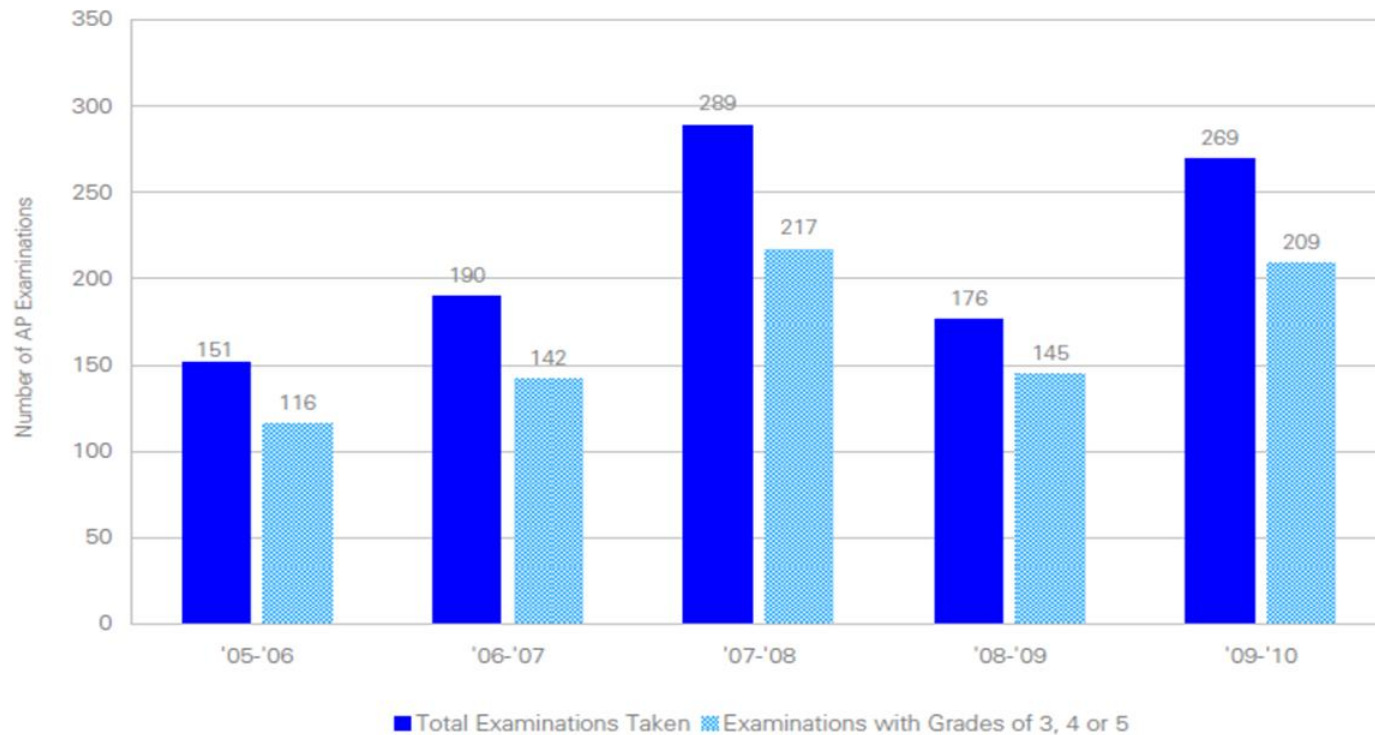
Arcadia High School AP Performance

School Integrated Summary 2009-2010

ARCADIA HIGH SCHOOL



AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



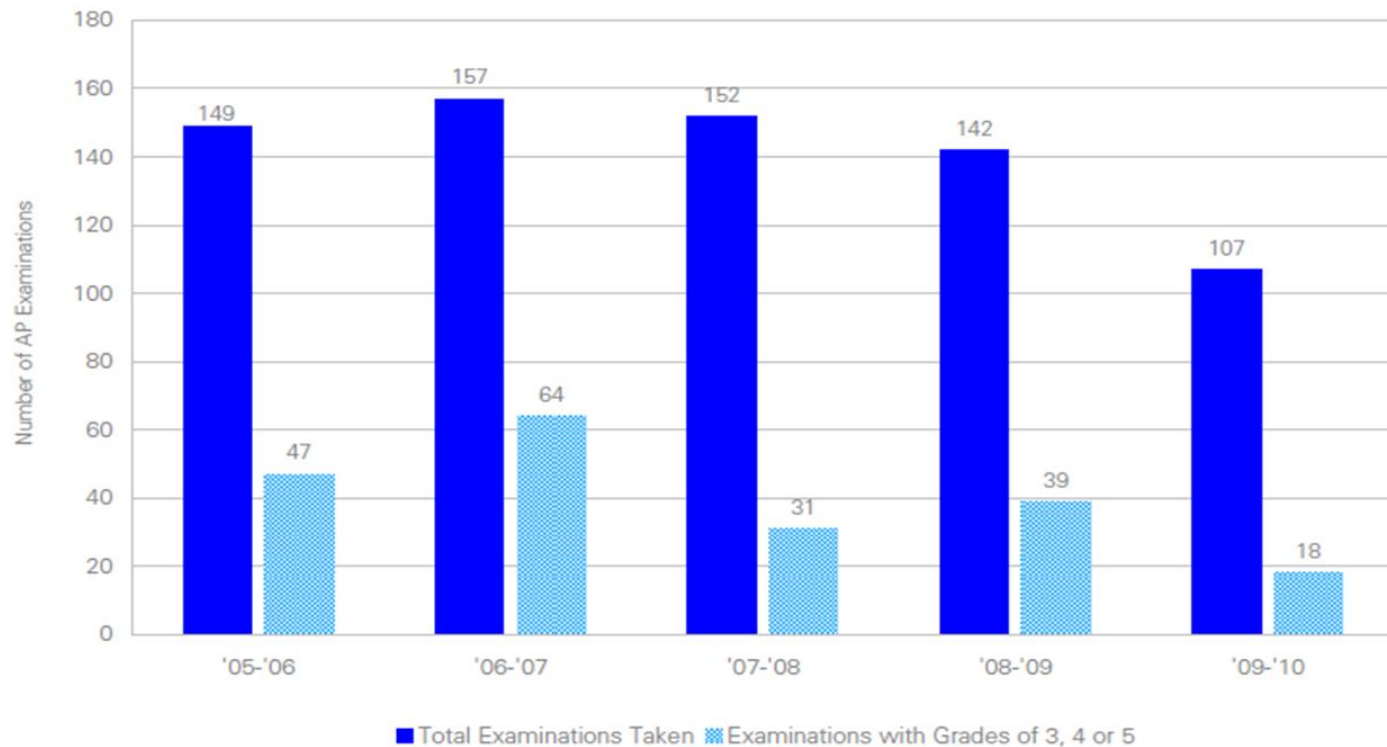
Coronado High School AP Performance

School Integrated Summary 2009-2010

CORONADO HIGH SCHOOL



AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



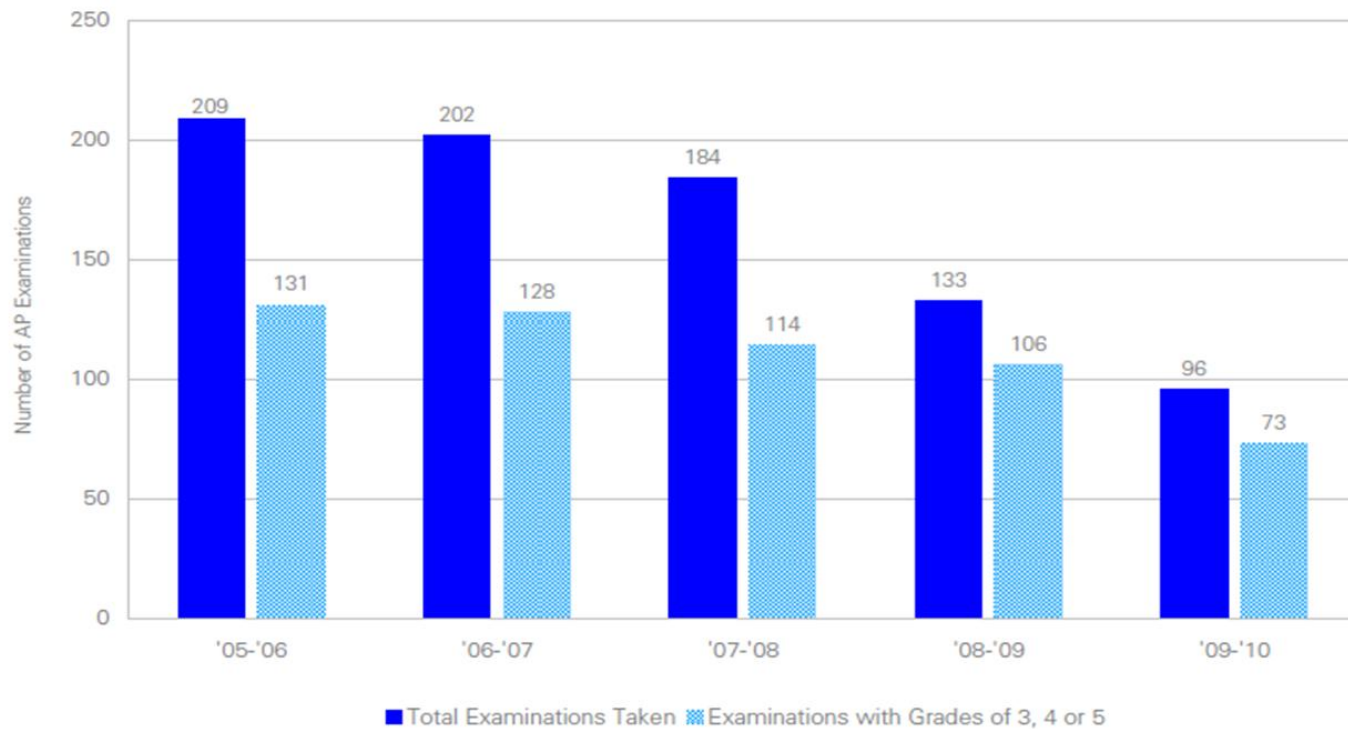
Saguaro High School AP Performance

School Integrated Summary 2009-2010

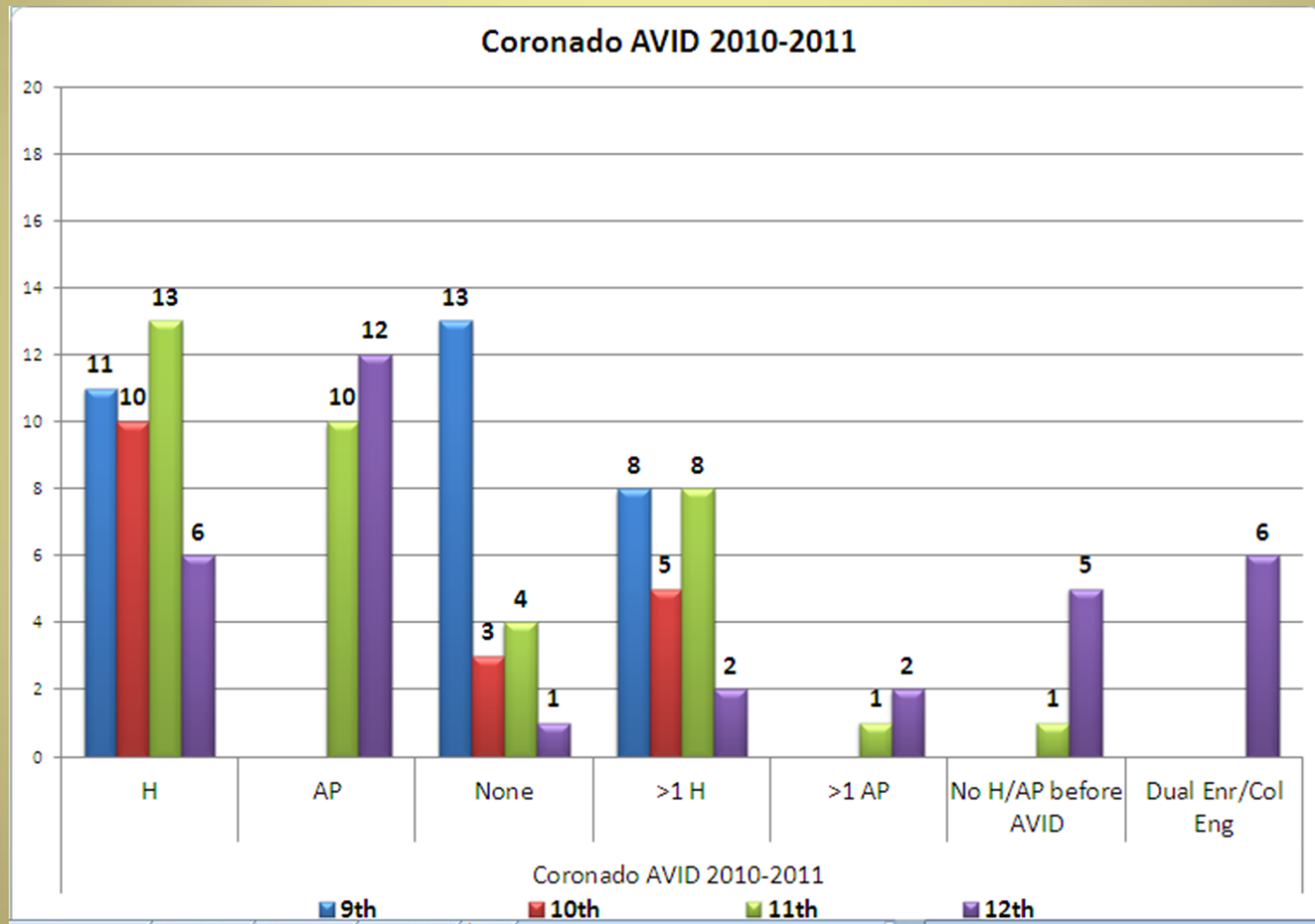
SAGUARO HIGH SCHOOL



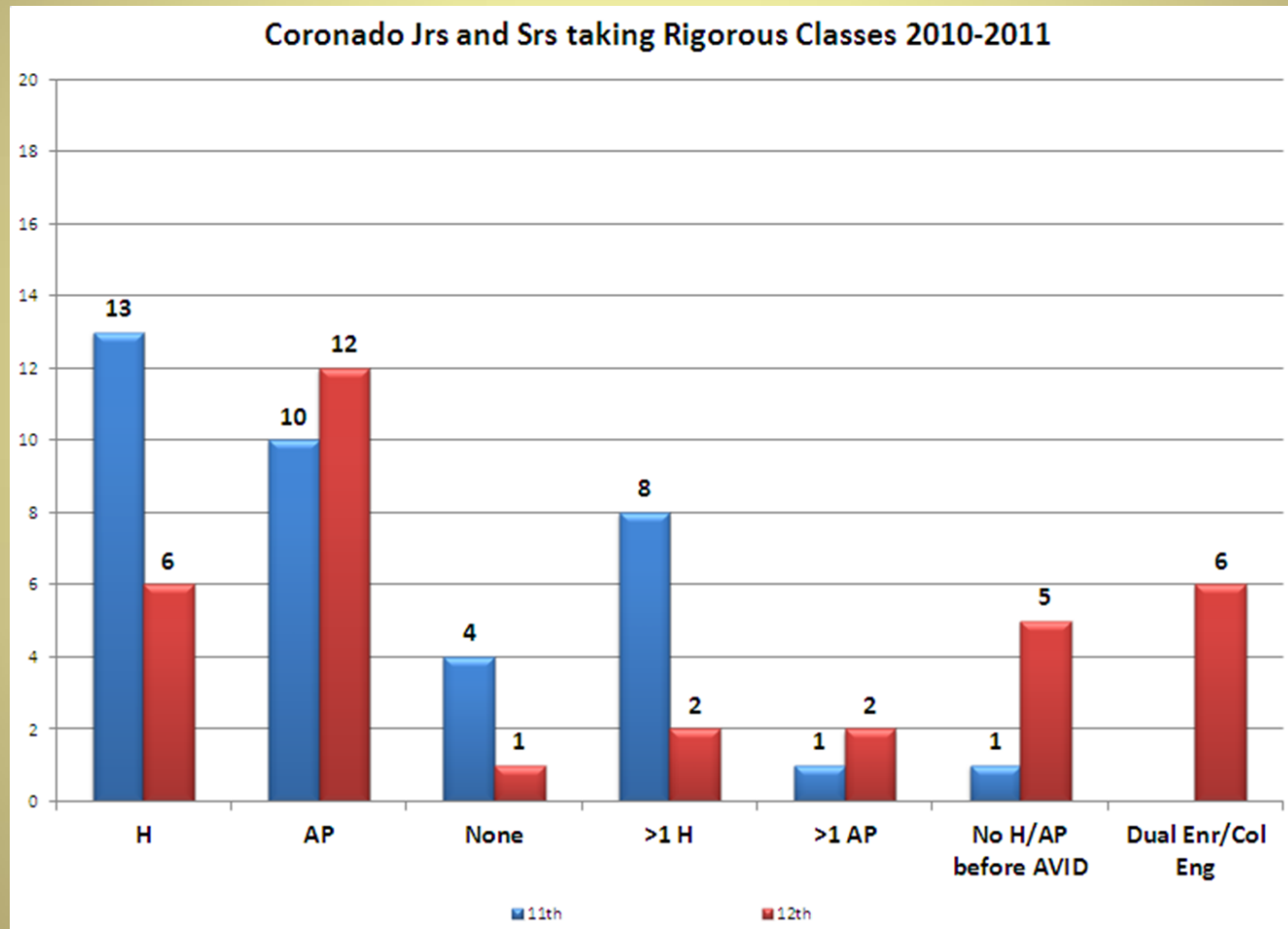
AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



Coronado High School



Coronado High School



Coronado AVID Seniors

College Choices

- a. Scottsdale Community
- b. ASU
- c. ASU
- d. Hawaii-Pacific
- e. NAU
- f. ASU
- g. Grand Canyon or Marymount
- h. ASU. NAU or U of A
- i. Grand Canyon or NAU
- j. ASU,U of A of Scottsdale Community
- k. Grand Canyon
- l. Scottsdale Community College
- m. Grand Canyon, ASU, NAU
- n. Grand Canyon, Boston, Texas State, Chicago
- o. Avalon (cosmetology)
- p. ?
- q. ?
- r. ?

Commitment to take an Honors/AP course

- SUSD Honors, AP or IB Commitment Form

Students Thoughts

"I'm a little concerned how hard it is going to be taking an honors class and if I get an "F", I might be frustrated. I'm a bit scared what if I don't get into college. It (AVID) helped me by being organized and I got a lot of work done. Cornell notes are great and I'm glad I have AVID. I might do better in college with support of AVID."

Students Thoughts

I am going to take English I Honors.....

... I am excited about this class. It seems like a challenge. I know it will take a lot of work and dedication, but I'm prepared for that....

.... AVID has really pushed me to do better. To go beyond the expectations. To try to excel in all classes. To push myself to do the homework. If it wasn't for AVID I probably wouldn't be taking an honors class. So thank you AVID you've helped me a lot!

Student Thoughts

I chose honors biology... My concerns about this class is it might be too hard, or I won't pass. AVID has contributed to my decision, because of the guest speakers and how they over-achieved and they succeeded in life getting good jobs. The tutors and my AVID teacher are always saying to take the honors classes, and to do your best.

Arizona AVID Districts (# of AVID sites)

- Ajo Unified (1)
- Amphitheater Unified (1)
- Chandler Unified (8)
- Crane School District (2)
- Dysart Unified (6)
- Gilbert Unified (7)
- Humboldt (4)
- Isaac School Dist (2)
- Mesa Unified (8)
- Page Unified (1)
- Paradise Valley Unified (7)
- Peoria Unified (2)
- Phoenix Union (10)
- Scottsdale Unified (5)
- Sommerton Unified (1)
- Sunnyside Unified (7)
- Tempe Elementary (1)
- Tempe Union (2)
- Tucson Unified (1)
- Vikki Romero (1)
- Wilson Elementary (1)
- Yuma Elementary (5)
- Yuma Union (5)

Arizona AVID Longitudinal report 2007-10

- AVID Enrollment
by Grade

	2007-08	2008-09	2009-10
Grade 6	98	157	220
Grade 7	768	798	1034
Grade 8	820	971	1052
Grade 9	965	1087	1488
Grade 10	599	956	1365
Grade 11	261	414	898
Grade 12	91	209	349

Percent of Arizona AVID Enrollment by Ethnicity

	2007-08	2008-09	2009-10
American Indian or Alaskan Native	5.7%	5.5%	3.4%
Asian	2.2%	2.2%	2.7%
Pacific Islander	0.1%	0.1%	0.2%
Hispanic or Latino	60.6%	59.2%	63.4%
Black or African American	6.4%	6.8%	7.5%
White	24.4%	24.8%	22.1%
Multi Racial	0.5%	0.8%	0.6%
Other	0%	0%	0%

ARIZONA STATE GENERAL DATA SUMMARY FOR 2009-2010

Sites	
Combined	6
High	39
Middle	34
Total	79

Sections By School	
Middle	87
High	172
Combined	30

Students By Grades	
6 thru 8	2,306
9 thru 12	4,100
Total	6,406

Gender	
Male	39.3 %
Female	60.7 %

Ethnicity								
African American	American Indian	Asian	Caucasian	Pacific Islander	Filipino	Hispanic	Multi-Racial	Other
7.5 %	3.4 %	2.7 %	22.1 %	0.2 %	0.0 %	63.4 %	0.6 %	0.0 %

All Grades							
6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
220	1,034	1,052	1,488	1,365	898	349	6,406

High School students on track to meet four-year college entrance requirements	98.6 %
---	--------

Federal or Free Reduced Lunch	
Overall	54.6 %
AVID	63.0 %

Prior Year AVID Senior Students

Number of AVID Seniors in Previous Class	163
Percent Graduating	99.4 %
Percent in AVID at least three years	52.1 %
Percent completing University entrance requirements	88.3 %
Percent taking at least one AP/IB exam	58.3 %
Percent taking the SAT or ACT	70.6 %

	Four-Year	Two-Year
Percent applying to	87.7 %	0.0 %
Percent accepted to	72.8 %	0.0 %
Percent planning to attend	48.8 %	32.7 %

Prior Year 8th Grade AVID Students

Number of prior year 8th Grade AVID Students	849
Percent recommended for college prep sequence in high school	88.5 %
Percent completing Algebra or higher math course	65.0 %
Percent taking either the PSAT or ACT Explore test	50.6 %

2010 AVID Senior Data report: graduation rates, AP[®]/IB[®] test-taking numbers, and four-year college entrance requirements outpace national statistics

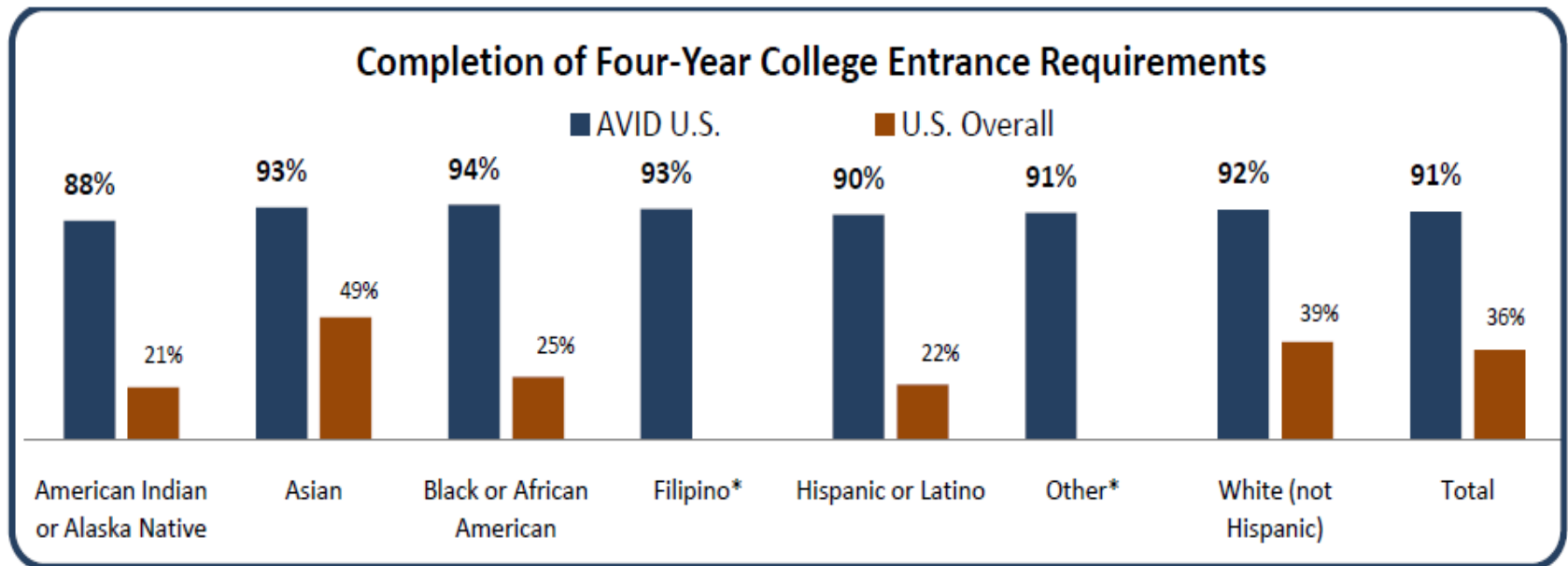
SAN DIEGO – AVID (Advancement Via Individual Determination), a non-profit college readiness system, reported a record 22,210 seniors participated in AVID Center's annual data collection process giving details about their demographics and academic achievements. Of the 2010 AVID seniors who reported their information, 99.6 percent graduated from high school with 91 percent planning to attend a postsecondary institution - 58 percent to four-year institutions and 33 percent to two-year institutions.

Additionally, 74 percent of the seniors reported taking at least one AP or IB course, with 61 percent taking the corresponding exam. The proportion of Hispanics/Latinos taking AP exams is almost five times higher among AVID students than among U.S. students overall.

Results also show that 2010 AVID seniors completed four-year college entrance requirements at a rate more than two times their peers. Presented by ethnicity in the chart below, AVID seniors more than tripled the national statistic in three of five ethnic groups. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college.

"While others talk about what should be done to prepare students for college, AVID is doing it. For more than 30 years, the AVID College Readiness System has helped thousands of students who are typically overlooked and underserved, rise above the obstacles they face to achieve academic success," said AVID Executive Director Jim Nelson.

National Results: AVID Closes the Achievement Gap for ALL Students



*AVID Center-AVID Senior Data Collection, Study of 22,210 AVID Seniors, [Electronic Database] (2009-2010)

--Manhattan Institute, Education Working Paper 3, 2003, Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S" (The most recent national data available.) *Filipino and Other not classified in this study.

Student Testimonial

Resources

- AVID www.avid.org
- College Board www.collegeboard.com
- AP Potential
www.appotential.collegeboard.com

Contact information

Dr. Gregory T. Sackos, District AVID Director

gsackos@susd.org

Michelle Weisneck, Coronado High School

mweisneck@susd.org

Toni Rantala, Mohave Middle School

trantala@susd.org